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ABSTRACT

This booklet presents descriptions of 3 bilingual programs funded by Title III, ESEA: The East Harlem Pre-School, the Bilingual Elementary School Program, and the Bilingual Resource Center. Program objectives are included. (SK)

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DESCRIPTION OF BILINGUAL PROGRAMS FUNDED BY TITLE III, ESEA

FL004501

Community School District 4

East Harlem Pre-School - La Escuelita Del Barrio

Program Description

The East Harlem Pre-School is presently in its third year of oprations. The program is designed to provide bilingual pre-school education for a population of seventy children between the ages of three and six. Students are selected from the immediate vicinity of the school which is located at 174 East 104th Street.

Curriculum is structured to respond to the particular needs of the bilingual child in Spanish and English language skills. Strong emphasis is placed on the development of creativity and cognitive skills. Verbal as well as non-verbal methods such as art, music, drama and dance are presented as part of the educational experience. Individual and small group instruction enables the child to be effective immersed in the learning process.

The school staff consists of five highly skilled teachers and eight para-professionals trained in educational approaches and techniques. In addition, all staff members involved with children attend a daily workshop in either mathematics or reading given by the school.

The medical and social services available in the community are utilized by the school, through the years the school has extended its facilities to various community groups.

Program Objectives

1. To develop in the pre-school bilingual child language and cognitive skills which will contribute to school success.

2. To develop positive attitudes toward learning through the stimulation of curiosity, creativity and exploration.

3. To train staff members to develop, strenghten and/or integrate background in Spanish and English language, learning theory, early childhood education, and parent education in developing and implementing preschool program.

4. To instruct parents in iteraction techniques, to develop positive attitudes towards their children's school learning, and to remove obstacles to the children's learning which might result from family problems.

5. To develop a successful bilingual preschool model adaptable to other early childhood programs.

6. To instruct children in their cultural heritage, and develop positive attitudes towards their culture.

Community School District 14

Bilingual Elementary School Program

Program Description

The District 14 Bilingual Elementary School Program is designed to reach approximately 300 First Grade children from 5 Elementary Schools, whose home language is Spanish, and who would not be expected to enter school with the necessary linguistic skills or the readiness skills which would normally enable them to succeed in the primary grades.

Given such a large number of children who enter first grade without a means of communication with the teacher or the school, there is a need for a Spanish/English Bilingual Program. In addition, there is a particular need for entering students to react in a positive manner towards school.

In accordance with accomplishing the long range goals, children who have participated in the project should function comparably with English dominant children as well as retain and increase proficiency in their mother tongue.

Each of the target schools will screen and place these students who are severily language handicapped as per Language Survey of October 1971. These students will be placed in a bilingual classroom setting with a bilingual teacher, a bilingual para-professional and a family worker. It will be the responsibility of this team to provide individualized instruction to each class that is selected for the project (a minimum of one per school but no more than three to a grade). The materials to be utilized include a commercial Spanish Language Program -- Redondel, the Distar Language and Reading Program in English, the Laidlaw Spanish Reading Program, and the Addison Wesley Mathematics Program.

Program Objectives

1. Children who have participated in the project will have mastered the listening, speaking, reading and writing skills to the extent that they will perform at or above grade level at the end of the Primary Grades. Furthermore, children who have participated in the project shall be competent bilinguals whose proficiency in Spanish is at least equal if not superior to their competence in English.

2. The creation of a positive orientation towards school which shall be reflected in a low drop-out rate for children who have participated in the program.

3. The development of pride in the children's mother tongue and the culture which it represents. An understanding of and pride in Hispanic cultures should be reflected in a positive self-image which should, in turn, contribute to reduced truancy and performance at or above grades level.

Office of Bilingual Education

Bilingual Resource Center

Program Description

The Bilingual Resource Center (BRC) is a project funded by Title III-ESEA which forms part of the Office of Bilingual Education.

The Bilingual Resource Center was developed to meet the crucial need to provide accurate, up-to-date bilingual information to personnel involved in planning, developing, and implementing bilingual programs.

The Center will function primarily as a clearinghouse on bilingual information. Structurally, it will consist of a Resource Library and an Information Retrieval and Dissemination Unit. The Library will house essential literature, reports, newspapers, magazines and periodicals, audio and visual materials, reference directories and manuals, and special curriculum collections from other bilingual centers and schools. The Information Retrieval and Dissemination Unit will collect bilingual data and organize it into comprehensive kits and lists which will be disseminated to district and parochial schools. The Center will also publish a Newsletter as part of its plan for dissemination information concerning bilingual education.

The Center is presently plugged into the Bilingual Education Applied Research Unit (BEARU) at Hunter College and the ERIC Clearinghouse at the Modern Language Association.

Program Objectives

1. To determine the bilingual information priorities of the City.
2. To develop staff expertise in localizing source of bilingual information.
3. To collect and classify data on bilingual education.
4. To set up a central resource library on bilingual education.
5. To develop staff expertise in evaluating bilingual programs and materials.
6. To disseminate information on bilingual education and bilingual programs.